



PINECREST ELEMENTARY

220 Northside Drive
Greenwood, South

Grades	K-5 Elementary School	
Enrollment	553 Students	
Principal	Susan H. Buchanan	864-941-5580
Superintendent	Darrell Johnson	864-941-5400
Board Chair	Debrah Miller	864-374-3513

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Good
2009	Average	Average
2008	Average	Average
2007	Average	Below Average
2006	Good	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

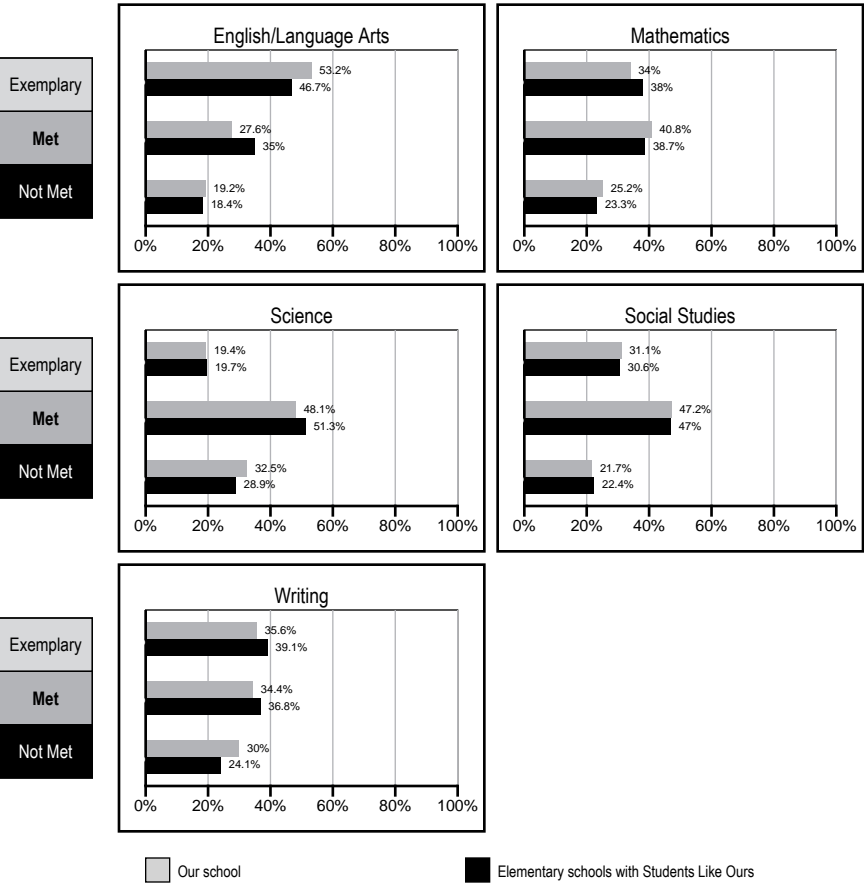
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
17	38	35	0	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=553)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.9%	Up from 0.7%	1.3%	1.2%
Attendance rate	96.6%	Down from 96.9%	96.1%	96.1%
Eligible for gifted and talented	14.4%	Up from 12.5%	15.5%	11.7%
With disabilities other than speech	9.9%	Down from 10.3%	8.2%	8.0%
Older than usual for grade	0.4%	Up from 0.2%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=37)				
Teachers with advanced degrees	73.0%	Up from 72.7%	59.4%	60.5%
Continuing contract teachers	97.3%	Up from 81.8%	88.2%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	87.9%	Down from 88.5%	88.4%	87.0%
Teacher attendance rate	95.8%	Up from 93.8%	95.5%	95.4%
Average teacher salary*	\$47,480	Down 4.5%	\$47,870	\$47,288
Professional development days/teacher	6.0 days	Down from 13.3 days	10.5 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	4.8	4.0
Student-teacher ratio in core subjects	19.6 to 1	Down from 19.8 to 1	20.1 to 1	19.2 to 1
Prime instructional time	91.8%	Up from 89.9%	90.8%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,535	Up 11.6%	\$6,847	\$7,548
Percent of expenditures for instruction**	69.3%	Up from 69.0%	69.1%	68.7%
Percent of expenditures for teacher salaries**	68.2%	Up from 66.9%	66.2%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

The mission of Pinecrest Elementary School is to provide quality and engaging educational opportunities where all students learn and grow in a positive, respectful environment. The combined efforts of our students, teachers, staff, parents, and community members make our school a great place to grow.

We are proud of the many opportunities students have at our school. Students have the opportunity to participate in many service learning projects such as Recycling, United Way, Relay for Life, and canned food drive for The Salvation Army. Students also participate in a variety of activities such as chorus, drama club, Pinecrest Day, carnival, Junior Master Gardeners, Art in the Afternoon, Career Day, Veteran's Day, Lander Performing Arts Series, family reading nights, grade level parent involvement activities, GATAS Mini-Mall, Student Council, and a fall reading celebration.

Students have the opportunity to excel academically and be authentically engaged through opportunities such as after school programs, Brain Boosters, GATAS, Balanced Literacy, SMART Board activities, math and literacy workstations, RTI, Science Fair, and Accelerated Reader. Academic achievement is recognized through various awards programs each nine weeks.

Character Education is emphasized through monthly character lessons. Character Kids and Terrific Kids are chosen monthly from each class and presented with awards and incentives. Our focus on respect this year with our Positive Behavior Interventions and Supports (PBIS) program added additional opportunities for students to earn rewards and praise for showing their Pinecrest PRIDE. Pinecrest was recognized this year by The State Department of Education as a Ribbon winner for our excellent efforts with PBIS first year implementation.

Our teachers and staff are constantly looking for ways to improve our instructional program to better meet the needs of our students. This year we participated in a book study, set grade level goals, developed a professional learning community among our faculty and staff, and increased our percentage of students who met MAP target goals. We also had an academic coach to provide support and in-service to enhance instruction.

We are excited to have a PTO and School Improvement Council that support our activities and programs at Pinecrest.

Susan H. Buchanan, Principal

Chandler Darling, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	83	59
Percent satisfied with learning environment	100.0%	95.2%	94.8%
Percent satisfied with social and physical environment	100.0%	96.4%	86.0%
Percent satisfied with school-home relations	100.0%	95.2%	83.1%

* Only students at the highest elementary school grade level and their parents were included.

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 25 out of 25 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	266	100	19	27.3	53.8	90.9	82.5	83.5	Yes	Yes
Gender										
Male	140	100	21.8	26.3	51.9	89.5	80.1	80.1	N/A	N/A
Female	126	100	15.8	28.3	55.8	92.5	85.2	87	N/A	N/A
Racial/Ethnic Group										
White	124	100	9.1	21.5	69.4	96.7	92.1	89.6	Yes	Yes
African American	92	100	25	34.5	40.5	84.5	73.4	74.6	Yes	Yes
Asian/Pacific Islander	11	100	18.2	18.2	63.6	100	98.1	92.7	I/S	I/S
Hispanic	37	100	40	34.3	25.7	82.9	72.8	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	57	100	28.8	32.7	38.5	86.5	54.1	51.7	Yes	Yes
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	41	100	35	35	30	87.5	73	79	Yes	Yes
Socio-Economic Status										
Subsidized meals	158	100	27.9	34.7	37.4	86.4	75.6	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	266	100	24.9	41.5	33.6	87.4	79.5	80.4	Yes	Yes
Gender										
Male	140	100	25.6	36.8	37.6	87.2	79.2	78.4	N/A	N/A
Female	126	100	24.2	46.7	29.2	87.5	79.8	82.5	N/A	N/A
Racial/Ethnic Group										
White	124	100	14.9	38.8	46.3	95.9	90.6	87.8	Yes	Yes
African American	92	100	38.1	41.7	20.2	75	67.5	69.3	Yes	Yes
Asian/Pacific Islander	11	100	9.1	18.2	72.7	100	100	93.5	I/S	I/S
Hispanic	37	100	34.3	54.3	11.4	82.9	74.2	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	57	100	42.3	44.2	13.5	76.9	44.9	46.1	Yes	Yes
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	41	100	30	47.5	22.5	85	74.9	78.9	Yes	Yes
Socio-Economic Status										
Subsidized meals	158	100	36.1	44.9	19	79.6	71.6	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	170	99.4	32.3	47.8	19.9	67.7	60.9	67.3
Gender								
Male	94	98.9	29.5	45.5	25	70.5	60.9	66.9
Female	76	100	35.6	50.7	13.7	64.4	60.8	67.7
Racial/Ethnic Group								
White	76	100	16	49.3	34.7	84	79.1	79.6
African American	62	98.4	42.9	53.6	3.6	57.1	44.7	49.7
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	91.2	84.4
Hispanic	27	100	64	28	8	36	42.6	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	40	97.5	51.4	40	8.6	48.6	27.4	33.8
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	36.5
English Proficiency								
Limited English Proficient	28	100	61.5	30.8	7.7	38.5	42.9	58.6
Socio-Economic Status								
Subsidized meals	107	99.1	48	44	8	52	47.2	55.4

Social Studies								
All Students	168	99.4	21.7	47.2	31.1	78.3	68	70.9
Gender								
Male	89	100	22.1	38.4	39.5	77.9	68.7	70.1
Female	79	98.7	21.3	57.3	21.3	78.7	67.2	71.7
Racial/Ethnic Group								
White	82	100	12.5	45	42.5	87.5	80.9	79.2
African American	56	98.2	31.4	49	19.6	68.6	54.1	58.4
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	92.7	86.8
Hispanic	20	100	35	55	10	65	58	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	31	96.8	39.3	28.6	32.1	60.7	36.3	39.3
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	55
English Proficiency								
Limited English Proficient	22	100	34.8	56.5	8.7	65.2	58.8	68
Socio-Economic Status								
Subsidized meals	96	99	32.2	47.8	20	67.8	56.4	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	266	98.9	30	34.4	35.6	70	68	72.1	96.6	95.8
Gender										
Male	142	98.6	34.3	36.6	29.1	65.7	61.8	65.2	96.5	95.7
Female	124	99.2	25.2	31.9	42.9	74.8	74.7	79.2	96.7	96
Racial/Ethnic Group										
White	123	100	18	30.3	51.6	82	81.3	80.8	96.7	95.9
African American	94	97.9	41.7	34.5	23.8	58.3	55	59.7	96.3	95.5
Asian/Pacific Islander	11	100	18.2	27.3	54.5	81.8	90.2	87	97.6	97.9
Hispanic	36	97.2	50	47.1	2.9	50	56.5	64.6	96.7	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	91.1
Disability Status										
Disabled	58	94.8	50	32	18	50	24.6	27.7	95.9	94.6
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	63.5	98.3	95.1
English Proficiency										
Limited English Proficient	40	97.5	46.2	43.6	10.3	53.8	56.8	63.7	96.9	96.1
Socio-Economic Status										
Subsidized meals	158	98.1	43.8	38.4	17.8	56.2	57	61.9	96.1	95.1

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	83	100	19.2	26.9	53.8	80.8
	4	99	100	30.8	22	47.3	69.2
	5	85	100	19.8	42	38.3	80.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	105	100	13.4	25.8	60.8	86.6
	4	72	100	18.3	28.2	53.5	81.7
	5	89	100	25.9	28.2	45.9	74.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	83	100	26.9	35.9	37.2	73.1
	4	99	100	25.3	37.4	37.4	74.7
	5	85	100	21	39.5	39.5	79
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	105	100	26.8	44.3	28.9	73.2
	4	72	100	9.9	40.8	49.3	90.1
	5	89	100	35.3	38.8	25.9	64.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	40	100	33.3	44.4	22.2	66.7
	4	98	100	41.1	45.6	13.3	58.9
	5	43	100	24.4	53.7	22	75.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	52	100	41.7	37.5	20.8	58.3
	4	72	100	22.5	56.3	21.1	77.5
	5	46	97.8	38.1	45.2	16.7	61.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	43	100	11.9	52.4	35.7	88.1
	4	98	100	22.2	61.1	16.7	77.8
	5	42	100	22.5	37.5	40	77.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	53	100	24.5	40.8	34.7	75.5
	4	72	100	14.1	52.1	33.8	85.9
	5	43	97.7	31.7	46.3	22	68.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	87	100	25.9	28.4	45.7	74.1
	4	99	98	31.1	33.3	35.6	68.9
	5	81	98.8	23.8	38.8	37.5	76.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	106	100	28.6	35.7	35.7	71.4
	4	73	100	19.4	41.7	38.9	80.6
	5	87	96.6	41	26.5	32.5	59
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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